

- All Michigan schools receive:
- A ranking on the statewide Top-to-Bottom list.
- Based on achievement, improvement, and achievement gaps in math, reading, science and social studies.
- Relative ranking depends upon how other schools
- A scorecard color on the Accountability Scorecard
- Based on meeting career- and college-ready proficiency targets in all five subjects and all student groups.
- * Based on a series of proficiency targets.

- Simple does not necessarily equal fair or accurate.
- Measuring something as complicated as school performance requires complexity.
- We know this from experience:
- Example: original TTB, only two subjects--schools and districts said it didn't account for all factors --> we added three subjects and grad rates
- high or low scores); we applied statistical techniques to minimize Example: Focus schools were impacted by "outliers" (extreme ımpact
- These changes added to the accuracy of the metrics but also to the complexity.

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- * What's the overall pattern?
- * Low achievement?
- Declining achievement?
- Large gaps?
- Where are the actionable areas?
- * Which subjects need the most attention?
- * Is everyone doing poorly or are some students doing well and others falling behind?

Additional accountability designations

- Some schools receive an additional designation:
- Reward School (342 schools)
- Top 5% of schools in the state
- High improvement Schools
- Beating the Odds Schools
- Focus School (349 schools)
- * 10% of schools in the state with the largest achievement gaps
- Priority School (137 schools)
- * Bottom 5% of schools in the state

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Priority Schools

27% of 2012 Priority Schools increased their TTB ranking to 5th percentile or above in 2013. Since we began the Persistently Lowest Achieving (now Priority) designation, 45% of these schools are not found on the 2013 Priority Schools

Focus Schools

In 2012, 358 schools were named to Focus Schools list; 173 were not designated Focus in 2013. Of these 173 schools, 153 schools narrowed their within-school achievement gaps in 2013.

- These scorecards replaced the Adequate Yearly Progress Up to five components make up a School or District report cards in 2012 through the ESEA Flexibility waiver Accountability Scorecard:
- Student participation on state assessments
- Student proficiency on state assessments
- Student graduation OR attendance rates
- link reporting rates Educator effectiveness label reporting and teacher/student data
- School Improvement Plan reporting and school diagnostic reporting

bottom 30% of student achievers as well as for any student group that has a minimum of 30 students: Schools and districts must meet targets in the Scorecard components for the school/district as a whole and for the 1

- Race/ethnicity categories
- Limited English Proficient
- Students with Disabilities
- Economically Disadvantaged
- AYP was a Pass/Fail; the scorecards replaced this with one of five colors: green, lime, yellow, orange and red
- The colors are based upon meeting targets in the different scorecard components

- Michigan's current ESEA Flex waiver is in effect until the end of this school year (2013-2014)
- Applications for renewal are due in January 2014
- USED waiver guidance requires that Michigan determine and publicly post:
- A list of Reward, Focus and Priority schools; and
- A system that measures progress against proficiency targets for all students and for subgroups
- Any new waiver application would require these items and the signature of the State Superintendent

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- ability for the department to do its work by preventing any The bill oversteps appropriate authority by eliminating the other system.
- There is no mention of Priority, Focus or Reward schools that is required under ESEA flexibility.
 - The new section (1280f) overprescribes a system of accountability in lieu of our current system, which is not acceptable to the department and the majority of stakeholders.
- The bill makes it potentially impossible in subsequent years to 'right' the grading to an honest accounting of school oertormance.

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- Whether it's letter grades or colors, MDE is agnostic on the label by which we hold schools accountable
- We appreciate the transparency requirements of the legislation as we believe shining light on the data drives improvement in schools
- MDE supports the language regarding alternative education campuses as this is something we've been working on adding to our accountability system
- Delaying the implementation seems plausible as we move towards an improved state mandated assessment that will pertormance more accurately provide data on school and student

ligan School Accountability Resources

For more information on Michigan's school accountability, visit the following:

* www.mi.gov/ttb

www.mi.gov/priorityschools

www.mi.gov/focusschools

www.mi.gov/rewardschools

Scorecards: http://www.michigan.gov/mde/o,4615,7-140-22709_25058--,00.html

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